

Date: March 3, 2006

**MEMORANDUM**

TO: Non-Profit Entity, a For-Profit Entity, or a local Educational Agency

FROM: Nevada Department of Education

SUBJECT: Supplemental Educational Service Providers List

\*\*\*\*\*

Please consider this as notification of a Request for Applications (RFA) for the 2006-2007 funding cycle of the Federal Title I, Part A, Supplemental Educational Services Providers List. As part of the reauthorization of the Elementary and Secondary Education Act, any school which is in its second year of school improvement must offer supplemental services to the parents of eligible children who attend that school. In order to carry out this provision “any local educational agency serving such school shall arrange for the provision of supplemental educational services to eligible children in the school from a ‘provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria,’ that the State educational agency shall adopt.” Please note, that even if your organization is included on the State approved list, this does not guarantee that your services will be used. If you are interested in applying to become a supplemental educational services provider in Nevada, please contact the Fawn Lewis at the Nevada Department of Education at (775) 687-9214 and an application will be sent to you. You may also visit our website at [www.doe.nv.gov](http://www.doe.nv.gov) to access the application.

In order for a provider to be included on the State list, a provider must agree to carry out the following:

1. Provide parents of each student receiving supplemental educational services and the appropriate school and district with information on a monthly basis on the progress of the student in increasing achievement; and

- a. This information must be in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand;
2. Ensure that the instruction and the content provided are –
  - a. Consistent with the instruction provided and the content used by the LEA and the SEA;
  - b. Aligned with Nevada student academic achievement standards; and
  - c. Secular, neutral, and nonideological; and
3. Meet all applicable federal, State, and local health, safety, and civil rights laws.
4. Ensure all employees who will interact with students will be fingerprinted and background checked pursuant to Nevada Department of Education teacher licensure procedures: [www.doe.nv.gov/licensure/](http://www.doe.nv.gov/licensure/)

#### **DEFINITIONS:**

- The term “Provider” is defined as a non-profit entity, a for-profit entity, an LEA, an educational service agency, a public school, including a public charter school, or a private school that:
  - Has a demonstrated record of effectiveness in increasing the academic achievement of students in subjects relevant to meeting the State’s academic content and student achievement standards.
  - Is capable of providing supplemental educational services that are consistent with the instructional program of the LEA and with the State academic content standards and State student achievement standards.
  - Is financially sound; and
  - In the case of -
    - A public school, has not been identified for school improvement, corrective action or restructuring; or
    - An LEA, has not been identified for improvement or corrective action.

**TIMELINE**

|                |  |
|----------------|--|
| March 3, 2006  | Notice of Application request to interested parties    |
| April 14, 2005 | Applications due at the Nevada Department of Education |
| June 2, 2006   | Notification of successful applications                |

Applications are due at the Nevada Department of Education, Carson City, Nevada, **before 5:00 p.m., Friday, April 14, 2006.** Late or incomplete applications will not be considered.

|   |               |
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# REQUEST FOR APPLICATION

## SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

School Years 2006-2007

Pursuant to the Federal No Child Left Behind Act  
Section 1116 (e) (1)



Issued by  
The Nevada Department of Education  
Office of Special Education, Elementary and Secondary Education and  
School Improvement

For more information contact  
Fawn Lewis  
(775) 687-9214  
Fax: (775) 687-9120  
e-mail: [flewis@doe.nv.gov](mailto:flewis@doe.nv.gov)

Proposals due to Nevada Department of Education on  
April 14, 2006, by 5:00 p.m.

Fawn Lewis  
Nevada Department of Education  
700 E. Fifth St., Ste. 113  
Carson City, NV 89701-5096

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*The State of Nevada is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex, disabilities, and/or age.*

## **Background**

When students are attending **Title I schools** that have not made adequate yearly progress in increasing student academic achievement for **three consecutive years**, parents will be provided opportunities to ensure that their children achieve at high levels. Supplemental educational services are a component of the No Child Left Behind Act (NCLB) that will provide extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress for three or more years), in corrective action, or in restructuring status are eligible to receive these services.

## **Definition of Supplemental Educational Services**

Supplemental education services are additional academic assistance programs designed to increase the academic achievement of students in low-performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement.

## **Purpose**

This Request for Applications (RFA) is issued to select the providers of supplemental services that will be included on the Approved Supplemental Services Provider (ASSP) list. This is not a competitive process in that as many providers can be included in the ASSP list as meet the criteria specified below. The list will be maintained by the Department of Education and will indicate which of the approved providers offer supplemental services in each school district.

The state approved list will be updated at least annually. Each year there will be an opportunity for new providers to demonstrate that their organization meets the requirements. Providers of supplemental services can also be removed from the list annually subject to the conditions specified below.

It is expected that instruction will primarily be in the areas of **reading, language arts, and math** in order to help students achieve Nevada's standards, as demonstrated by state tests. Adequate Yearly Progress (AYP) is calculated for both reading and math in all public schools.

## **Eligibility Requirements**

To be included on the approved list of supplemental services providers, applicants must meet the following criteria:

1. Have a demonstrated record of effectiveness in improving student academic achievement;
2. Provide documentation that the instructional strategies used by the provider are high quality, based upon research and are designed to increase student academic achievement;
3. Give assurance that services are consistent with the instruction program of the LEA and with Nevada state academic standards (the Nevada Department of Education Standards are available on the NDE web site: [www.doe.nv.gov](http://www.doe.nv.gov));
4. Provide evidence that the provider is financially sound;
5. Give assurance by the provider that it will provide supplemental educational services consistent with applicable Federal, State, and local health, safety, and civil rights laws;
6. “For profit” agencies, include a copy of their state license and organizational structure;
7. “Nonprofit” agencies, provide a copy of their 501 (c) (3) certificate; and
8. All providers must provide verification of insurance and their ability to meet state and local health standards

## **Eligible Service Providers**

- The term “Provider” is defined as a non-profit entity, a for-profit entity, an LEA, an educational service agency, a public school, including a public charter school, or a private school that:
  - Has a demonstrated record of effectiveness in increasing the academic achievement of students in subjects relevant to meeting the State’s academic content and student achievement standards.
  - Is capable of providing supplemental educational services that are consistent with the instructional program of the LEA and with the State academic content standards and State student achievement standards.
  - Is financially sound; and
  - In the case of -
    - A public school, has not been identified for school improvement, corrective action or restructuring; or

- An LEA, has not been identified for improvement or corrective action.

### **Responsibilities of the Approved Provider**

Entities included on the State Approved Supplemental Services Provider list must be prepared to do the following:

- ❑ Provide parents of each student receiving supplemental educational services and the appropriate school and district with information on the progress of the student in increasing achievement on a monthly basis; and
  - This information must be in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand;
- ❑ Ensure that the instruction and the content provided is –
  - Consistent with the instruction provided and the content used by the LEA and the SEA;
  - Is aligned with Nevada student academic content standards; and
  - Are secular, neutral, and nonideological; and
- ❑ Meet all applicable Federal, State, and local health, safety, and civil rights laws.
- ❑ Ensure all employees who will interact with students will be fingerprinted and background checked pursuant to NDE teacher licensure procedures:  
[www.doe.nv.gov/licensure/](http://www.doe.nv.gov/licensure/).
- ❑ Additionally, providers selected by a parent or parents must enter into an agreement with the LEA. The agreement must include the items listed on pp. 5 and 6, which includes the following:
  - The means of transporting children to the place of instruction, if the services will be provided in a location other than the student's school.

### **Responsibilities of the School District**

School districts are required to:

- ❑ Identify students who are eligible for supplemental services
- ❑ Notify parents annually if their children attend a Title I school where supplemental services must be offered. This notice must –



- Identify each approved service provider within the LEA, in their general geographic locations, or accessible through technology, such as distance learning.
  - Describe the services, qualifications and evidence of effectiveness for each provider.
  - Describe the procedures and timelines that parents must follow to select a provider to serve their students.
  - Be easily understandable; in a uniform format, including alternate formats, upon request; and to the extent practicable, in a language the parents can understand.
  - Provide additional information as appropriate.
- ❑ If requested, assist parents in choosing a provider from the list of approved providers maintained by the SEA.
  - ❑ Ensure that eligible students with disabilities under IDEA and students covered under Section 504 receive appropriate supplemental educational services and accommodations in the provision of those services.
  - ❑ Ensure that eligible students who have limited English proficiency receive appropriate supplemental educational services and language assistance in the provision of those services.
  - ❑ Not disclose to the public, without the written permission of the student's parents, the identity of any student who is eligible for, or receiving, supplemental educational services.
  - ❑ Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
  - ❑ In circumstances where more students request services than the school district can fund, the school district must place a priority on serving those low-income students who are also the lowest achieving.
  - ❑ Provide the information the SEA needs to monitor the quality and effectiveness of the services offered by providers.
  - ❑ Additionally, LEA's must enter into an agreement with each provider selected by a parent or parents. The agreement must include the following:
    - Specific achievement goals for each student, which must be developed in consultation with the student's parents.
    - A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress.

- A timetable for improving the student's achievement (in the case of a student with disabilities, this must be consistent with the student's individualized education program and in the case of a student covered under Section 504, this must be consistent with the provision of an appropriate education under Section 504).
- A provision for termination of the agreement if the provider fails to meet student progress goals.
- Provisions governing payment for the services.
- A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents.
- An assurance that supplemental educational services will be provided consistent with applicable civil rights laws.
- An agreement that no additional expenses will be required of the parent/caregiver in order to receive services.
- The amount of instructional time to be provided.
- The location where services will be provided.
- The means of transporting children to the place of instruction, if the services will be provided in a location other than the student's school.

Although districts are not required to provide transportation to those services offered in sites other than the school location, collaborative efforts between the district and each provider regarding issues of student safety need to be considered. Districts are also not required to provide space or resources (i.e., computers, copies, staff). If a provider intends to offer services at the school, the provider must have planned on-site supervision.

## **Responsibilities of Parents**

Qualified parents are responsible for:

- Contacting the school personnel identified in the supplemental service's information letter sent home by the school district
- Choosing among all supplemental educational service providers identified by the State the area served by the school district or within a reasonable distance of that area

- Developing and identifying specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement with the school district and provider
- Ensuring that their child attends the program regularly
- Changing or terminating services, if they are not satisfied

## **Funding**

An LEA must calculate the per-pupil cap on supplemental educational services costs by dividing its Title I, Part A allocation by the number of children residing within the LEA aged 5-17 who are from families below the poverty level, as determined by the most recent census estimates from the Department of Commerce.

For each student receiving supplemental educational services, the LEA must make available the lesser of—

- ✓ The amount of its allocation under Title I Part A, divided by the number of students from families below the poverty level, as counted under section 1124 (c) (1) (A) of the ESEA; or
- ✓ The actual costs of the supplemental educational services received by the student.

## **Duration and Monitoring**

The Nevada Department of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to **withdraw approval from providers that fail, for two consecutive years, to contribute to increasing student proficiency relative to State academic content and achievement standards or that fail to meet any of the other eligibility requirements, required reports, or assurances.** Additionally, a provider will be removed from the list if it fails to follow state required provider protocols, if it fails to comply with the Education Industry Association's Code of Professional Conduct and Business Ethics for SES Providers, that was updated on June 10, 2005 and/or fails to provide supplemental educational services consistent with information included in the provider's application, including fees charged, as well as applicable health, safety, and civil rights requirements. NDE monitoring will be conducted through contact with local school districts to ascertain an evaluation and demonstration of the effectiveness of providers. A violation of any of the above referenced Provider responsibilities constitutes grounds for immediate removal from the state approved list.

A district must continue to offer supplemental services until the school(s) in question is no longer in school improvement or corrective action according to requirements of NCLB.

## **Reporting**

In **June of each school year**, the provider is expected to submit to the school and the NDE a final written report that summarizes the progress of all students provided with supplemental services. The school will add their information and submit this report to the Nevada Department of Education for review. This information will be used to help determine if a provider will remain on the state approved list.

## **Resources**

For detailed information regarding supplemental educational services as defined by the No Child Left Behind legislation, please refer to the federal guidance available at:

[www.ed.gov/offices/OESE/SASA/suppsvcsguid.doc](http://www.ed.gov/offices/OESE/SASA/suppsvcsguid.doc)

## **Application process and timeline**

Applications must be received by the Nevada Department of Education by **April 14, 2006**, at 5:00 p.m. Address or deliver the application to:

Fawn Lewis  
Nevada Department of Education  
700 E. Fifth St., Ste. 113  
Carson City, NV 89701-5096

Faxes and/or e-mailed applications are **not** accepted and the complete application package must be received by the deadline. The mailed attachment portion of the application package must contain the original and three copies for a total of four application packages. Include only the information requested. Binders, special covers, marketing materials, etc., will not be reviewed in order to determine if the applicants meet the criteria.

**Any questions can be submitted by e-mail to [flewis@doe.nv.gov](mailto:flewis@doe.nv.gov) or by phone at (775) 687-9214. NDE will respond as quickly as possible to any questions or concerns and once a week, will e-mail questions with responses to all potential applicants who have completed and returned a letter of intent.**

Application approvals will be determined and announced by **June 2, 2006**. The NDE web site will post the ASSP list no later than **June 16, 2006**. Applicants that do not meet the qualifications will be notified and may reapply in future years. Upon request, the reasons for denial will be provided to the applicant.

The Nevada Department of Education reserves the right to conduct discussions with any potential provider who has submitted a proposal to determine the provider's

qualifications. Discussions shall not disclose any information derived from proposals submitted by other providers.

The Nevada Department of Education reserves the right to withdraw approval to providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

### **Required Format**

Please use the application form attached to this RFA. Please provide the information in the order indicated on the application form and instructions. In addition:

- Use no smaller than 12 pt. type.
- Use a document footer with entity name and page numbers.
- Please limit the number of pages in the narrative to 20.
- **Allowable attachments are limited to:** (a) “ For profit” must include state license and organizational structure; (b) “non-profit” must include copies of their 501(c) 3. **All must submit** verification of insurance and ability to meet state and local health standards as well as evidence that the organization is financially sound. **Proposal reviewers will not read additional attachments. Attachments such as CDs, videotapes or other multimedia productions cannot be accommodated.**

### **A complete application packet includes:**

- Letter of intent
- Completed application
- Program narrative
- Completed Services Summary Chart
- Signed assurances form
- Signed Internet Statement of Assurances
- Signed protocols
- Signed Hourly Fee Parameters
- Completed Provider Profile
- Allowable attachments: see above

The Nevada Department of Education reserves the right to refuse to review incomplete applications.

## LETTER OF INTENT TO SUBMIT APPLICATION FORM

In order for the Nevada Department of Education to properly plan for the review of all Supplemental Services applications it is necessary for us to have preliminary notification of your plans.

**This form must be received by March 15, 2006.**

**Please mail or fax your letter of intent to:**

**Mail:** Nevada Department Of Education

Attn: Fawn Lewis

700 E. Fifth Street, Suite 113

Carson City, NV 89701-5096

**Fax:** (775) 687-9120

Attention: Fawn Lewis

Organization Name: \_\_\_\_\_

Project Director: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Contact person\*: \_\_\_\_\_

\*This individual will receive the weekly questions and answers mentioned on page 11 of the RFA.

Contact person's  
e-mail required: \_\_\_\_\_

## APPLICATION FORM

Name of Entity \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Proposed Location of Services (if different from above):

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Geographic limitation: Our organization can provide services to:

✓ All school districts in Nevada: Yes \_\_\_\_\_ No \_\_\_\_\_

✓ Only the following areas: (Please list the school districts you potentially plan to serve):

\_\_\_\_\_

\_\_\_\_\_

For Profit Company \_\_\_\_\_ Non-Profit Organization \_\_\_\_\_ Individual \_\_\_\_\_

➤ Provide **2** paragraphs briefly describing your program.

➤ Please address the following criteria in a narrative of **no more than 20 pages**.

## I. Program Description – Evidence of Effectiveness

1. Describe the program that will be offered. Be sure to address the following specifics:

- ❖ Location of service delivery,
- ❖ Length of each tutoring session (i.e. every day, biweekly, summer),
- ❖ Grade levels served,
- ❖ Special groups served,
- ❖ Discuss the transportation arrangements (collaborative efforts with the district to ensure student safety to and from tutoring)

For distance learning providers, include information on how and where children will access services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while children are participating in the program. Identify any additional costs for accessing an internet connection. **Additionally, provide your plan to serve students who do not have access to a computer.**

2. Provide evidence that services are consistent with the instruction program of the LEA and with Nevada state academic standards (the Nevada Department of Education Standards are available on the NDE web site: [www.doe.nv.gov](http://www.doe.nv.gov)).

- a) Describe your program's connection to specific Nevada academic standards. When possible, cite the specific standards your program addresses.
- b) Describe your program's connection with the instruction program(s) of the district(s) in which you intend to operate. Cite the specific district program(s) and describe the connection.

3. Explain the theoretic and empirical research that supports the major elements of your program (research citations must be included). Examples of "major elements" may include mode of instruction, class size, time on task, special materials of instruction, use of technology, etc.

4. Provide evidence that your program has a positive impact on student achievement on state, district, and/or another independent, valid and reliable performance assessment, particularly for low-income, underachieving students (cite available research studies and provide specific data).

5. Provide evidence that your program has a positive impact on student performance using a measure that is not national or statewide (i.e. a test you developed) **OR** using school grades, homework completion, or school/teacher administered subject area assessment (cite available research studies).



6. Provide evidence that your program has accelerated the achievement of identified Title I students, at-risk students, students with disabilities, English language learners and/or students in Title I Schools operating schoolwide programs.

7. Provide additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline (cite available research studies).

## **II. Communication with Schools and Districts**

1. Describe the link between the academic programs a student experiences in the regular school day and the instruction and content of the supplemental educational program you provide. Clearly explain the specific methods, tools, and processes you use to communicate student progress to schools and district pursuant to any confidentiality provisions set forth in NCLB.

2. Describe how you ensure a connection between your instructional program and the program in place at your students' school(s). If your program differs considerably from the instructional or curricular approach in place at the school/district, explain why it differs and how it meets student academic needs.

3. Describe the specific procedures you use to report on student progress to your students' teacher(s) and appropriate school or district staff (The NDE requires a minimum of at least one contact per month.)

4. How frequently will you communicate student progress pursuant to any confidentiality provisions set forth in NCLB to teacher(s) and appropriate school and district staff?

5. Describe how the program will terminate an agreement with a school district.

6. Describe the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.

### III. Staff Qualifications

1. Describe your staff qualifications to provide high quality, supplemental educational services.
2. Identify the amount and quality of training provided to program staff.
3. Identify the years and level of work experience, particularly in working with Title I/low achieving students.
4. Identify the highest degree obtained by each staff member and the type of certification each has. (Upon approval, documentation must be submitted to the NDE).
5. Describe your (and/or your staff's) experience in working with Title I students.
6. Describe the professional development you (and/or your staff) attend to improve your instruction, products and services (include an explanation of the content, to whom, and when the training was offered).
7. Describe your process for recruiting and hiring high quality staff, offering ongoing training opportunities, and regularly reviewing staff performance.

### IV. Monitoring Student Progress

1. Describe how the **program** will be monitored for effectiveness (not the students).
2. Describe the specific process you use to assess/diagnose student needs. Identify skill or knowledge gaps and prescribe an instructional program based on the student's individual needs.
3. Describe the specific process and measure(s) you use to evaluate, monitor and track student progress on a continuous and regular basis.
4. Describe how you develop a timetable for each student's achievement gain that includes clear goals for the student.
5. Describe how, in consultation with the LEA and parents, you will provide a statement of specific achievement goals for the student.

## **V. Communication with parent(s)/guardian(s) and families**

1. Clearly explain what methods, tools, and processes you use to communicate student progress to your students' parent(s)/guardian(s) and families.
2. Describe the specific procedures you use to report on student progress to your students' parent(s)/guardian(s)/families (The NDE requires a minimum of at least one contact per month.)
3. Describe your services to parent(s)/guardian(s) and how you involve parent(s)/guardian(s) in creating a timetable & goals for their child's academic progress.
4. Describe how you work to accommodate the needs and schedules of working parent(s)/guardian(s).
5. Describe your process for resolving any disputes or conflicts you or your staff may have with parent(s)/guardian(s).
6. Are parent(s)/guardian(s) required to participate in the service you provide? If yes, describe their expected role and how you work with parent(s)/guardian(s) to explain this role.
7. Do you train staff to work with parent(s)/guardian(s)? If yes, describe this training and include an explanation of the content, those required to participate, and when it is offered
8. Do you propose to serve students who speak languages other than English? Are you able to provide information to parent(s)/guardian(s) and families in languages other than English? If so, which languages?

## **VI. Financial and Organizational Capacity**

1. Submit evidence demonstrating that your organization is financially sound. Your evidence must include a current audited financial statement or the most recent tax return for one year and a clear description of how you currently receive funds.

2. "For profit" agencies must include a copy of their state license and organizational structure.
3. "Nonprofit" agencies must provide a copy of their 501(c)(3) certificate.
4. Submit copies of business license or formal documentation of legal status with respect to conducting business in the state of Nevada.
5. Indicate the pricing structure for providing supplemental services
6. Describe the organization's experience in providing the same or similar services to children. Identify number of students served, geographic locations served, types of services provided, etc.
7. Describe the LEAs you have a capability to serve and your capacity to serve all eligible students within each local school district you identify. How will you sustain services for eligible students for the entire school year as required by NCLB 1116(8)?

## **VII. Compliance with Federal, State and Local Health and Safety Standards**

1. How do you conduct criminal background checks on all employees before hiring?
2. Does this criminal background check meet all of the requirements of the State of Nevada? Provide data.
3. Describe and submit a copy of all required licenses and/or certifications for health and safety.
4. Describe your safety record and procedures.
5. Describe the location and environment in which your services are provided.

### **VIII. Compliance with Federal, State, and Local Civil Rights Protection**

1. Describe how your organization complies with federal, state, and local civil rights protections for your employees.
2. Describe how your organization complies with federal, state and local civil rights protections for its students.
3. If you intend to provide services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.

## Service Summary

(Please limit responses to one word or short phrases. This information will be used in the compilation of a statewide master chart for parents and local school districts.)

|  |  |
|--|--|
| <b>Provider Contact Information</b>                    | Contact person: _____<br>Address: _____<br>City: _____ State: _____ Zip: _____<br>Phone: _____<br>Fax: _____<br>E-Mail: _____<br>Web site: _____<br><br>Hours of operation: _____  |
| <b>Program Description</b>                             | Provide a brief description of your program's offerings that parent(s)/guardian(s) could use in their initial search for providers.<br><br>Please also indicate which keywords best match your program's offerings:<br><br><div style="display: flex; justify-content: space-between;"> <span>___ Individual tutoring</span> <span>___ Small group interaction</span> </div> <div style="display: flex; justify-content: space-between;"> <span>___ Reading</span> <span>___ Math</span> <span>___ Writing</span> </div> <div style="display: flex; justify-content: space-between;"> <span>___ English language acquisition</span> </div> |
| <b>Service period start &amp; end date for 2006-07</b> |  |
| <b>Grade levels currently served</b>                   | Please list the grade levels of your students  |
| <b>Grade levels able to serve in 2006-2007</b>         | Please list the grade levels you would be able to serve in the coming academic year.   |
| <b>Maximum Number of Students Able to</b>              | Please provide an estimate of the maximum number of students   |

|  |  |
|--|--|
| <b>Serve in 2006-2007</b>                            | in this state that you will be able to serve next year while maintaining quality service and results.  |
| <b>Required number in order to provider services</b> | Please state if you require a minimum number of students to enroll with your program to actually provide services. Provide that number. (Programs who do not list a minimum number will be expected to provide services even if only 1 student signs up with that provider or will be immediately removed the approved list for Nevada.)   |
| <b>Proposed Service Area</b>                         | <p>Please list the district(s) and school(s) in which you are able to provide services:</p> <p>District(s):</p> <p>Schools(s):</p> <p>Providers must notify the NDE within 15 days of being approved if they will not be providing services to districts they indicated on their application that they would serve.</p>  |
| <b>Place of Service</b>                              | <p>Check the location(s) that best describes where you deliver services to students.</p> <p> <input type="checkbox"/> School<br/> <input type="checkbox"/> Business<br/> <input type="checkbox"/> Place of religious worship<br/> <input type="checkbox"/> Community Center<br/> <input type="checkbox"/> Your home<br/> <input type="checkbox"/> Student's home<br/> <input type="checkbox"/> On-line<br/> <input type="checkbox"/> Other: _____ </p> |
| <b>Specific Student Populations Served</b>           | <p>If your organization has provided supplemental services to any of the following groups, please identify.</p> <p> <input type="checkbox"/> Low-income students<br/> <input type="checkbox"/> Title I Students<br/> <input type="checkbox"/> "At-Risk" Students<br/> <input type="checkbox"/> Minority Students<br/> <input type="checkbox"/> Migrant Students<br/> <input type="checkbox"/> Limited English proficient students </p>                 |

|  |   |
|--|---|
|  | <p>Indicate particular language(s) with which you have expertise:</p> <p>_____</p> <p>___ Special Education Students</p> <p>___ Other: _____</p> <p>Please indicate if you wish to only be considered for service toward specific subgroups of children because of special expertise in some areas.</p> |
| <b>Type of Organization</b>  | <p>Check the category that best describes your organization.</p> <p>___ For profit      ___ Not for profit</p> <p>___ School entity      ___ Institution of Higher Educ.</p> <p>___ Other: _____</p>  |
| <b>Time of Service</b>   | <p>Check the time(s) that best describe when you deliver services to students.</p> <p>___ Before School</p> <p>___ After School</p> <p>___ Weekends</p> <p>___ Summer</p> <p>___ Other: _____</p> <p>Describe the average number of hours per week that you provide services.</p>                       |
| <b>Length of each tutoring session</b>                               |   |
| <b>Number of sessions per week</b>                                   |   |
| <b>Individual or small group (maximum number per site per group)</b> |   |
|  |   |



|   |  |
|---|--|
| <b>Average Per Pupil Cost</b>                       | Provide an average cost per pupil, per unit of service, including a description of the specific unit service (i.e. one hour per week, 10 hours per month, daily for one semester, etc.) OR provide a specific description of your pricing structure. |
| <b>Transportation</b>                               | If service delivery is not at the student's school, is transportation provided, and if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)  |
| <b>Type of certification of instructors</b>         | Describe the certification process of your instructors.  |
| <b>Student/Instructor Ratio</b>                     | List the ratio of instructors to children in your program.<br><br>___ students for every 1 instructor  |
| <b>Curriculum</b>                                   | Identify the type of tutoring curriculum utilized. Specify if it is research-based.  |
| <b>Reporting</b>                                    | Describe the Specifics of reporting to parents and school (format, frequency, method of communication)   |
| <b>Verification of insurance provided?</b>          |  |
| <b>Verification of state/local health coverage?</b> |  |
| <b>Other information</b>                            |  |

## Assurances and Signatures Form

In submitting this application to be included in the Nevada Department of Education Approved Supplemental Services Provider List, I certify that:

- The organization meets all applicable federal, state, and local health, safety, and civil rights laws.
- All teachers in the program have undergone background checks with the Nevada State Repository, have been fingerprinted and are approved to work with children.
- All instruction and content are secular, neutral and non-ideological.
- All qualified children whose parents request services from the organization will be served equally, without restriction.
- The organization will not disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written consent of the parent.
- The organization will follow established district procedures for introducing providers to identified schools (i.e. vendor fairs) in order to eliminate parents signing up with more than one provider.
- The organization is financially stable and will be able to complete services to the student and the school.
- The organization will not apply additional admission criteria to eligible students.
- The organization will not apply additional expenses to the parents.
- The organization will follow the EIA Code of Business Ethics.

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Signature

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Title

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Date

**INTERNET STATEMENT OF ASSURANCES**  
(Form adapted from the Florida Department of Education)

The Internet is an electronic network connecting thousands of computer networks and millions of individual subscribers all over the world. Access to the Internet will allow students to explore the rich resources of thousands of university libraries, governmental databases and other online sources while exchanging electronic mail with Internet users throughout the world. However, use of the Internet, because it may lead to any publicly available fileserver in the world, may open classrooms to electronic information resources that have not been screened by educators for use by students. Some items accessible via the Internet may contain material that is inaccurate, defamatory or offensive. The following guidelines define “appropriate use” of the Internet.

1. All use of school resources to access the Internet must be in support of and consistent with the educational objective of the LEA.
2. Transmitting any material in violation of any U.S. or state regulation or school board policy is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
3. All content transmitted via e-mail or the Internet shall be secular, neutral and non-ideological.
4. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable in Internet and other network communication.
5. All information accessible via the Internet should be assumed to be private property and subject to copyright protection, Internet sources should be credited appropriately, as with the use of any copyrighted material.
6. Providers have a responsibility to respect the privacy and property of students. Providers should not intentionally seek information about, obtain copies of, or modify, files, data or passwords of other users.
7. For the safety of students, providers should not request or provide any personal information, such as addresses, phone numbers, or photographs.
8. Providers should not expect that files would be private. State, LEA, and school administrators, as well as parents, may review files and communications at any time to ensure that the network is being used responsibly. Providers must gain written parental permission before communicating with students under the age of 13 (as defined in Title XIII – Children’s Online Privacy protection Act of 1998) via e-mail or the Internet.
9. If student will be using a school computer to access information from a Provider, the Provider must abide by all school/LEA policies and procedures regarding computer/Internet use.

**PENALTY FOR VIOLATION OF INTERNET RESPONSIBILITIES:**

Failure to follow appropriate practices will result in immediate removal of the Provider from the Nevada Department of Education's Approved Supplemental Educational Services provider List. *When applicable, law enforcement agencies may be involved.*

I, the undersigned, as a representative of \_\_\_\_\_, agree that all tutors/instructors employed by this organization will be notified of all guidelines regarding appropriate use of the Internet and will agree to abide by them.

---

Signature

Printed Name

Date

**Nevada Department of Education  
Title I, A – Supplemental Educational Services  
Hourly Fee Parameters for Providers**

On June 13, 2005, new non-regulatory guidance was issued from the U. S. Department of Education regarding Supplemental Educational Services. One of the many changes was regarding the establishment of hourly fees by a State Education Agency.

1. In order to ensure that the provider's charges for services are appropriate based on the level and quality of services provided, the Nevada Department of Education (NDE) is establishing parameters regarding the hourly fee a provider charges. Providers must agree to follow these parameters and will be asked to provide written verification that this is occurring. Requests from the NDE for this information will be ongoing throughout the year and will be made more than one time during a school year. The parameters that providers will be required to follow include:

- A. The pupil/tutor ratio; The number of instructional hours; The qualifications (and therefore cost) of the tutoring staff;
  - The lower the pupil/tutor ratio and the more qualified the tutor and the more direct instructional time – more money per hour may be requested.
  - A teacher working with fewer than 3 students may charge more than a paraprofessional working with 3 students;
  - A teacher working with more than 5 students may charge more than a paraprofessional working with more than 5 students, but less than one serving 3 students;
  - A teacher providing direct instruction for 3 students for more than 5 hours a week may charge more than a teacher providing direct instruction for 5 students for more than 5 hours a week;
  - A teacher providing direct instruction for 3 students for less than 5 hours a week may charge more than a teacher providing direct instruction for 5 students for less than 5 hours a week; or
  - A paraprofessional providing direct instruction for 3 students for more than 5 hours a week may charge more than a paraprofessional providing direct instruction for 5 students for more than 5 hours a week, etc.

B. The variation in per-pupil allocation among LEAs in the State;

- The highest allocation in the state during the 2005-2006 school year was in Esmeralda County at \$1,398.00/ student and the lowest allocation was in Churchill County at \$831.00/student. A family will likely not choose providers who choose to charge more than the set district allocation as the cost would be prohibitive.

C. The LEAs' payment policies regarding attendance:

- All providers must follow local district policies regarding student attendance at tutoring.

D. Additional considerations:

- The cost of instructional materials and equipment (books, computers, manipulatives, etc) must be itemized per pupil to allow for consideration by the State in regards to the hourly fee charged.
- The amount of rent charged by the LEA and other landlords
- The variation in the cost of doing business among LEAs in the State.

Provider's choosing not to follow these State established parameters will be removed from the State approved list.

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Signature

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Title

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Date

**Nevada Department of Education  
Title I Supplemental Educational Services  
Provider Protocols**

In order to ensure equality in the provision of SES services, the NDE has established protocols designed to meet this need.

1. In order to ensure that all information contained within the state-approved application remains accurate, no provider may increase or change the amount charged to provide services during a school year. Although per pupil allocations are set on an annual basis, should a provider not provide services in a timely manner, this does not allow for the provider to increase their hourly charge to access the full amount of money. Providers should begin to provide services no later than 4 weeks upon enrolling a student in their program.
2. In order to ensure that all children who are eligible and sign up with a provider receive the services identified by the provider in the state approved application, a provider who enrolls students in its program and then fails to provide those services due to lack of students or inability to recoup financial costs, resulting in a student being unable to access services or cause the parent to find another provider, will immediately be removed from the state approved list.
3. In order to ensure that students receive the maximum amount of services within the school year, provider must begin to provide services no later than 4 weeks after enrolling a student in their program.
4. In order to ensure that students enrolled in SES programs increase academically, districts may administer pre and post-tests. The statute requires a State Education Agency to remove from the approved list any provider that fails, for two consecutive years, to contribute to increased student proficiency relative to State academic content and achievement standards.
5. In order to ensure that students, teachers, principals, parents or others are not enticed into selecting a specific provider, false advertising, kickbacks or the lure of special prizes is not allowed.
6. In order to ensure equity among all providers seeking to provide services in any district, providers who have access to district or school data that identify eligible students must share that information with all other providers in that district. If the SEA is informed that a provider uses a state or district managed site to access

students without the special consent required by FERPA, it will immediately be removed from the list and referred to the USDOE for potential legal violations.

7. In order to ensure equity among all providers, program assurances must be signed on an annual basis. Failure to return a signed assurance within the identified amount of time will result in removal from the state approved list.
8. In order to ensure that the provider's charges for services are appropriate based on the level and quality of services provided, the State is establishing parameters regarding the hourly fee a provider charges. This will be based on the parameters cited in the June 13, 2005 non-regulatory guidance. These include:
  - The pupil/tutor ratio;
  - The variation in per-pupil allocation among LEAs in the State;
  - The number of instructional hours;
  - The qualifications (and therefore cost) of the tutoring staff;
  - The cost of instructional materials and equipment (books, computers, manipulatives, etc);
  - The amount of rent charged by the LEA and other landlords (including variations throughout the State);
  - The LEAs' payment policies regarding attendance; and
  - The variation in the cost of doing business among LEAs in the State.
9. Failure to provide services as indicated in the state-approved application and/or district contract will result in removal from the state approved list.

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Signature

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Title

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Date



**NEVADA DEPARTMENT OF EDUCATION**  
**SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER PROFILE**

Upon approval of a provider's application, the information on this page will be provided to all Nevada school districts to share with parents. This information is intended for use by parents and districts to inform the public of provider contact and program information.

**Program Contact Information:**

|  |  |
|--|--|
| <b>Name of Provider</b>                      |  |
| <b>District/Parent Contact Person, Title</b> |  |
| <b>Address – Street, City, State, Zip</b>    |  |
| <b>Phone</b>                                 |  |
| <b>Email</b>                                 |  |
| <b>Website (if available)</b>                |  |

**Type of Provider: (*Check one.*)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Community agency             | <input type="checkbox"/> College/University              | <input type="checkbox"/> Public school (non-Charter)  |
| <input type="checkbox"/> Charter school               | <input type="checkbox"/> Private School                  | <input type="checkbox"/> Individual                   |
| <input type="checkbox"/> On-line school               | <input type="checkbox"/> 21 <sup>st</sup> Century Center | <input type="checkbox"/> Private Company (for profit) |
| <input type="checkbox"/> Non-profit                   | <input type="checkbox"/> Faith-based                     | <input type="checkbox"/> District                     |
| <input type="checkbox"/> Child Care Center/Even Start | <input type="checkbox"/> Other: _____                    |   |

**Program Description:**

- Number of years in business providing supplemental services: \_\_\_\_\_
- Providing service in content areas: (*Check all that apply*)  
☐ Language Arts      ☐ Reading      ☐ Mathematics      ☐ Science
- Grade levels in which services will be available in: \_\_\_\_\_
- Minimum number of students needed at each site in order to provide service:  
 \_\_\_\_\_
- Specific student populations served: (*Check all that apply*)  
☐ Low-Income students      ☐ Limited English proficient (LEP)  
☐ Special education students      ☐ Other: \_\_\_\_\_
- Time of service: (*Check time(s) which best describe when services will be delivered*)  
☐ Before School      ☐ After School  
☐ Weekends/Holidays      ☐ Summer
- Mode of instructional delivery:

- |  |  |
|--|--|
| <input type="checkbox"/> Individual tutoring             | <input type="checkbox"/> Small group instruction (3-5)       |
| <input type="checkbox"/> Web-Based/Online tutoring       | <input type="checkbox"/> Large group instruction (6 or more) |
| <input type="checkbox"/> On-site Computer Based tutoring | <input type="checkbox"/> Other: _____                        |

- Student / instructor ratio: *(List the ratio of instructors to students in your program)*  
       \_\_\_\_\_ Students for every 1 instructor
  
- Teachers: *(Check all that apply to all or most of staff working with students)*

|  |   |
|--|---|
| <input type="checkbox"/> Hired from local teacher staff only | <input type="checkbox"/> Hired from local paraprofessional staff only |
| <input type="checkbox"/> College graduates                   | <input type="checkbox"/> High school graduates                        |
| <input type="checkbox"/> Receive training from provider      | <input type="checkbox"/> Off-site staff only                          |
  
- Cost of services - \$ \_\_\_\_\_ Per Student / \$ \_\_\_\_\_ Per Hour / \$ \_\_\_\_\_ Per Unit
  
- Where services will take place: *(Check location(s) which best describe where services will be delivered)*

|  |   |
|--|---|
| <input type="checkbox"/> On school property    | <input type="checkbox"/> At the provider's facility |
| <input type="checkbox"/> At the student's home | <input type="checkbox"/> Other location: _____      |
  
- Schedule of services: *(Describe how services are scheduled, e.g., 3 sessions per week, 1 hour each, etc.)*
  - \_\_\_\_\_ Number of sessions per week
  - \_\_\_\_\_ Number of hours per session
  - \_\_\_\_\_ Number of weeks in the program (approximately, or range of weeks, depending on need)

**Provider Description:** In your own words, please describe your program, including details, specialties, and success rates that may assist parents in determining which program best suits their child. Maximum 3,000 characters.

# *Appeal Process for SES Providers Removed from Nevada List of Approved SES Providers*

The appeal process has the following steps:

1. Provider is notified of potential removal from list because of (a) failure to improve the academic achievement of children served for two consecutive years; (b) failure to provide services consistent with those described in the provider's application; or (c) failure to comply with items on the Provider Protocol list, as developed by the Nevada Title I Committee of Practitioners.
2. Provider has 15 working days after initial receipt of the notification to respond to notification of potential removal from list. Provider's response may include clarifying information to counter the grounds for removal, and may also include other information of which the Nevada Department of Education (NDE) may not have been aware.
3. Appeal is first reviewed by Title I staff within NDE, who shall, upon review, submit a recommendation to the Deputy Superintendent for a decision. The Deputy Superintendent will review all relevant data and make a decision within 15 working days of receiving the appeal information from the provider as to whether the provider should be removed from the list or allowed to remain on the list.
4. Provider will be notified of the Deputy Superintendent's decision.
5. Provider will be granted an additional 15 working days and one final opportunity to present evidence to the Superintendent of Public Instruction. This final appeal may take place in person, at the Superintendent's discretion. The Superintendent's decision will be final.



***Code of Professional Conduct and Business Ethics  
For  
Supplemental Educational Services Providers  
Updated June 10, 2005***

SES Providers (and other education service providers) operate in an environment that touches communities, school officials, parents, students and other providers. The importance of the activities and complexity of the interactions make it paramount that EIA member organizations adhere to the highest standards of professional conduct and business ethics. In its role of providing critical leadership to the education industry, both public and private, EIA has adopted this voluntary code to describe key organizational behaviors and policies that will guide its member companies.

High quality educational programs delivered by trained professionals represent the core value that is to be reflected throughout all of our partnerships with schools, parents and students. The following structure represents the collective judgment of what constitutes ethical behavior. EIA members are committed to using it to guide to decision-making and performance at all levels of their organizations – from the CEO to the employee in the classroom. Accountability for achieving desired results consistent with these guidelines and standards is the ultimate benchmark upon which EIA member service providers will be judged.

***General Guidelines***

**In the conduct of business and discharge of responsibilities, EIA members commit to:**

1. Conduct business honestly, openly, fairly, and with integrity.
2. Comply with applicable laws, statutes regulations and ordinances.
3. Avoid known conflict of interest situations.
4. Never offer or accept illegal payments for services rendered.

5. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
6. Refrain from publicly criticizing or disparaging other providers.
7. In the case of any conflict, first attempt resolution directly with each other, but the parties involved may ask EIA to help mediate potential disputes.
8. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity records, reports, data, scores and other sensitive information.
9. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.

### ***Standards Specific to SES***

**ELA Members will consistently implement the NCLB Supplemental Services provisions and promote full access to SES services. To that end,**

**Members will NOT:**

1. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for their SES program or for any illegal purpose. School personnel may be hired for instructional purposes as described in #3, next section below.
2. Make payments or in-kind contributions to schools, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for their SES program or for any illegal purpose.
3. Misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district or state's approval of a provider, or the likelihood of becoming so approved.
4. Offer a student any form of incentive for signing-up with a provider.
5. Use a district enrollment form that has the selected provider's name pre-printed as part of the form.
6. Encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student/Provider selection list.

**Members MAY:**

1. Provide simple incentives to potential students, including door prizes of a nominal value and refreshments, while attending informational sessions.
2. Offer students reasonable incentives that are directly lined to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives.

3. Hire school district employees for instructional purposes only, subject to District policies governing conflict of interests and other District-imposed requirements.
4. Include in tutor compensation incentives for student achievement, consistent with a company's written policy.

(Retyped from original document)

## **Supplemental Educational Services Rubric**

**Application #:** \_\_\_\_\_

**Reviewer: #:** \_\_\_\_\_

**OVERALL SCORING:** \_\_\_\_\_/100  
**[Must score at least 85]**

### **Assurances Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Assurances makes the application incomplete and therefore will not be read.

### **Internet Assurances Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Internet Assurances makes the application incomplete and therefore will not be read.

### **Hourly Fee Parameter Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Hourly Fee Parameter makes the application incomplete and therefore will not be read.

### **Protocols Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Protocols makes the application incomplete and therefore will not be read.

### **Provider Profile Completed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include completed Provider Profile makes the application incomplete and therefore will not be read.

## Part II: Application Narrative

|            |                           |           |
|------------|---------------------------|-----------|
| Element I. | Evidence of Effectiveness | 15 points |
|------------|---------------------------|-----------|

| No/Limited Evidence<br>0-4 points  | Moderate Evidence<br>5-9 points   | Strong Evidence<br>10-15 points   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Fails to provide an adequate description of the program.</li> <li>Fails to demonstrate how the provider's services are consistent with state academic standards.</li> <li>Fails to describe program's connection to Nevada standards.</li> <li>Fails to describe program's connection to district programs.</li> <li>Fails to explain the theoretic and empirical research that support program.</li> <li>Fails to provide data regarding positive impact on student achievement</li> </ul> | <ul style="list-style-type: none"> <li>Addresses some of the areas listed above in the program description.</li> <li>Includes some information regarding the alignments of the supplemental services offered and state academic standards.</li> <li>Minimally describes program's connection to Nevada standards.</li> <li>Minimally describes program's connection to district programs</li> <li>Minimally explains the theoretic and empirical research that support program.</li> <li>Provides minimal information on impact on student learning.</li> </ul> | <ul style="list-style-type: none"> <li>Details clearly the instructional program offered by the provider. Addresses each of the areas listed above.</li> <li>Includes strong evidence that the program offered is consistent with state academic standards.</li> <li>Provides clear description of program's connection to Nevada standards.</li> <li>Provides clear description of program's connection to district programs</li> <li>Provides clear explanation of the theoretic and empirical research that support program.</li> <li>Provides data showing positive impact on student achievement.</li> </ul> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Fails to provide data that program has a positive impact on student performance.</li> <li>• Fails to provide evidence of accelerated achievement.</li> <li>• Fails to provide additional evidence of improved outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides minimal information that program has a positive impact on student performance.</li> <li>• Provides minimal information regarding accelerated achievement.</li> <li>• Provides minimal evidence of improved outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides data showing that program has a positive impact on student performance.</li> <li>• Provides evidence that shows accelerated achievement.</li> <li>• Provides evidence of improved outcomes.</li> </ul> |
|---|---|--|

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

**Comments:** \_\_\_\_\_

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**Element II. Communication with Schools and Districts**

**10 points**

| <b>No/Limited Evidence<br/>0-2 points</b>   | <b>Moderate Evidence<br/>3-5 points</b>  | <b>Strong Evidence<br/>6-10 points</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Fails to describe the link between school academic program and SES program.</li> <li>• Fails to describe connection between SES program and school.</li> <li>• Fails to describe specific procedures used to report to teachers regarding student progress.</li> <li>• Fails to describe frequency of communication of student progress to teachers and other staff.</li> <li>• Fails to describe how termination with a school district will occur.</li> <li>• Fails to describe the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides some description of the link between school and SES program.</li> <li>• Provides some description regarding connection between SES program and school.</li> <li>• Provides some description of specific procedures used to report to teachers regarding student progress.</li> <li>• Provides some information regarding frequency of communication of student progress to teachers and other staff.</li> <li>• Provides some information on how termination with a school district will occur.</li> <li>• Provides some information on the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides clear link between school and SES program.</li> <li>• Provides description of connection between SES program and school.</li> <li>• Provides clear description of specific procedures used to report to teachers regarding student progress.</li> <li>• Provides clear description regarding frequency of communication of student progress to teachers and other staff.</li> <li>• Provides clear plan on how termination with a school district will occur.</li> <li>• Describes the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.</li> </ul> |

**TOTAL POINTS FOR ELEMENT: \_\_\_\_/10**

**Comments:** \_\_\_\_\_

| Element III. Staff Qualifications 15 points  |   |   |
|--|---|---|
| No/Limited Evidence<br>0-4 points  | Moderate Evidence<br>5-9 points   | Strong Evidence<br>10-15 points   |
| <ul style="list-style-type: none"> <li>• Fails to describe staff qualifications.</li> <li>• Fails to identify the amount and quality of training provided to staff.</li> <li>• Fails to identify the years and levels of work experience with Title I/low-achieving students.</li> <li>• Fails to identify the highest degree obtained by staff.</li> <li>• Fails to describe staff experience with working with Title I students.</li> <li>• Fails to describe the professional development staff attend to improve instruction.</li> <li>• Fails to describe process for recruitment and hiring HQ staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides minimal information of staff qualifications.</li> <li>• Provides minimal information regarding staff training.</li> <li>• Provides minimal information on staff experience working with Title I/low-achieving students.</li> <li>• Identifies some of the degrees obtained by staff.</li> <li>• Identifies some staff experience with working with Title I students.</li> <li>• Describes some of the professional development staff attend to improve instruction</li> <li>• Minimally describes the process for recruitment and hiring HQ staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides staff qualification information.</li> <li>• Provides information regarding staff training and quality of trainings.</li> <li>• Identifies the years and levels of work experience with Title I/low-achieving students.</li> <li>• Identifies the highest degrees obtained by staff.</li> <li>• Describes staff experience with working with Title I students.</li> <li>• Describes the professional development staff attend to improve instruction.</li> <li>• Describes process for recruitment and hiring HQ staff.</li> </ul> |

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

**Comments:** \_\_\_\_\_

|                    |                                    |                  |
|--------------------|------------------------------------|------------------|
| <b>Element IV.</b> | <b>Monitoring Student Progress</b> | <b>10 points</b> |
|--------------------|------------------------------------|------------------|

| <b>No/Limited Evidence<br/>0-2 points</b>   | <b>Moderate Evidence<br/>3-6 points</b>   | <b>Strong Evidence<br/>7-10 points</b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>Fails to discuss how the program will be evaluated.</li> <li>Fails to describe the specific process to assess/diagnose student needs.</li> <li>Fails to describe the specific process and measures used.</li> <li>Fails to discuss development of timetable.</li> <li>Fails to describe statement of specific achievement goals for students.</li> </ul> | <ul style="list-style-type: none"> <li>Provides some description of how the program will be evaluated.</li> <li>Provides some information on process used to assess/diagnose student needs.</li> <li>Provides some information on the specific process and measures used.</li> <li>Provides limited information on development of a timetable.</li> <li>Provides some information on specific achievement goals for students</li> </ul> | <ul style="list-style-type: none"> <li>Clearly explains how the program will be consistently monitored for effectiveness.</li> <li>Details specific process used to assess/diagnose student needs.</li> <li>Details information on specific process and measures used.</li> <li>Details development of timetable with goals.</li> <li>Describe statement of specific achievement goals for students</li> </ul> |

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/10

**Comments:** \_\_\_\_\_

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**Element V. Communication with parent(s)/guardian(s) and families 15 pts**

| <b>No/Limited Evidence<br/>0-4 points</b>   | <b>Moderate Evidence<br/>5-9 points</b>  | <b>Strong Evidence<br/>10-15 points</b>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Fails to explain what methods, tools, and processes used to communicate student progress.</li> <li>• Fails to describe the specific procedures used to report on student progress to students' parent(s)/guardian(s)/families.</li> <li>• Fails to describe services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</li> <li>• Fails to describe how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</li> <li>• Fails to describe process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</li> </ul> | <ul style="list-style-type: none"> <li>• Some explanation of what methods, tools, and processes used to communicate student progress.</li> <li>• Some description of the specific procedures used to report on student progress to students' parent(s)/guardian(s)/families.</li> <li>• Some description of services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</li> <li>• Some description of how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</li> <li>• Some description of process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</li> </ul> | <ul style="list-style-type: none"> <li>• Clearly explains what methods, tools, and processes used to communicate student progress</li> <li>• Clearly describes the specific procedures used to report on student progress to students' parent(s)/guardian(s)/families.</li> <li>• Clearly describes services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</li> <li>• Clearly describes how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</li> <li>• Clearly describes process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</li> </ul> |

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| <ul style="list-style-type: none"> <li>• (If appropriate) Fails to describe parent(s)/guardian(s) expected role and how program works with parent(s)/guardian(s) to explain this role.</li> <li>• (If appropriate) Fails to describe training provided to staff to work with parents and failed to include an explanation of the content, those required to participate, and when it is offered.</li> <li>• (If appropriate) Failed to address the serving of students who speak languages other than English.</li> </ul> | <ul style="list-style-type: none"> <li>• (If appropriate) Some description of parent(s)/guardian(s) expected role and how program works with parent(s)/guardian(s) to explain this role.</li> <li>• (If appropriate) Some description of training provided to staff to work with parents and minimal to explanation of the content, those required to participate, and when it is offered.</li> <li>• (If appropriate) Some description of plan to serve students who speak languages other than English.</li> </ul> | <ul style="list-style-type: none"> <li>• (If appropriate) Clearly describes parent(s)/guardian(s) expected role and how program works with parent(s)/guardian(s) to explain this role.</li> <li>• (If appropriate) Clearly described training provided to staff to work with parents and included an explanation of the content, those required to participate, and when it is offered.</li> <li>• (If appropriate) Clearly described plan to address the serving of students who speak languages other than English.</li> </ul> |
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**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

**Comments:** \_\_\_\_\_

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| Element VI. Financial and Organizational Capacity 15 points   |   |   |
|---|---|---|
| No/Limited Evidence<br>0-4 points   | Moderate Evidence<br>5-9 points   | Strong Evidence<br>10-15 points   |
| <ul style="list-style-type: none"> <li>Failed to submit evidence demonstrating that organization is financially sound.</li> <li>Failed to provide “for profit” copy of their state license and organizational structure.</li> <li>“Nonprofit” agencies failed to provide a copy of their 501(c)(3) certificate.</li> <li>Failed to submit copies of business license or formal documentation of legal status with respect to conducting business in the state of Nevada.</li> <li>Failed to indicate the pricing structure for providing supplemental services.</li> <li>Failed to describe the organization’s experience in providing the same or similar services to children. Failed to identify number of students served, geographic locations served, types of services provided, etc.</li> <li>Failed to describe the</li> </ul> | <ul style="list-style-type: none"> <li>Provided limited evidence demonstrating that organization is financially sound.</li> <li>“For profit” agencies provided either a copy of their state license and organizational structure.</li> <li>Submit some information regarding conducting business in the state of Nevada.</li> <li>Provided limited information on the pricing structure for providing supplemental services.</li> <li>Provided some description of the organization’s experience in providing the same or similar services to children. Vaguely identified the number of students served, geographic locations served, types of services provided, etc.</li> <li>Provided some</li> </ul> | <ul style="list-style-type: none"> <li>Provided required evidence demonstrating that organization is financially sound.</li> <li>“For profit” agencies included a copy of their state license and organizational structure.</li> <li>“Nonprofit” agencies provided a copy of their 501(c)(3) certificate.</li> <li>Submitted copies of business license or formal documentation of legal status with respect to conducting business in the state of Nevada.</li> <li>Provided clear information on the pricing structure for providing supplemental services.</li> <li>Clearly described the organization’s experience in providing the same or similar services to children. Clearly identified number of students served, geographic locations served, types of services provided, etc.</li> <li>Clearly described the</li> </ul> |

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| LEAs program has capacity to serve and capacity to serve all eligible students within each local school district identified. Failed to discuss how services will be sustained for eligible students for the entire school year as required by NCLB 1116(8). | description of the LEAs program has capacity to serve and capacity to serve all eligible students within each local school district identified. Vaguely described how services will be sustained for eligible students for the entire school year as required by NCLB 1116(8). | LEAs program has capacity to serve and capacity to serve all eligible students within each local school district identified. Describe how services will be sustained for eligible students for the entire school year as required by NCLB 1116(8). |
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**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

**Comments:** \_\_\_\_\_

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| Element VII. | Compliance with Federal, State and Local Health and Safety Standards | 10 points |
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| No/Limited Evidence<br>0-1 point   | Moderate Evidence<br>2-5 points   | Strong Evidence<br>6-10 points   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Fails to provide information on how background checks are conducted.</li> <li>• Failed to provide data showing that the criminal background checks meet all of the requirements of the State of Nevada.</li> <li>• Failed to describe and did not submit a copy of all required licenses and/or certifications for health and safety.</li> <li>• Failed to describe safety record and procedures.</li> <li>• Failed to describe the location and environment in which services are provided.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides some information on how background checks are conducted.</li> <li>• Provided limited data showing that criminal background checks meet all of the requirements of the State of Nevada.</li> <li>• Provided either the description or the copy of all required licenses and/or certifications for health and safety.</li> <li>• Vaguely described safety record and procedures.</li> <li>• Vaguely described the location and environment in which services are provided.</li> </ul> | <ul style="list-style-type: none"> <li>• Provides detailed information on how background checks are conducted.</li> <li>• Provided data showing that criminal background checks meet all of the requirements of the State of Nevada.</li> <li>• Clearly described and submitted a copy of all required licenses and/or certifications for health and safety.</li> <li>• Clearly described safety record and procedures.</li> <li>• Clearly described the location and environment in which services are provided.</li> </ul> |

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/10

**Comments:** \_\_\_\_\_

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| Element VIII. | Compliance with Federal, State and Local Civil Rights Protection | 10 points |
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| No/Limited Evidence<br>0-1 point  | Moderate Evidence<br>2-5 points  | Strong Evidence<br>6-10 points   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Failed to describe how organization complies with federal, state and local civil rights protections for <u>employees</u>.</li> <li>Failed to describe how organization complies with federal, state and local civil rights protections for <u>students</u>.</li> <li>(If appropriate) Failed to provide information regarding provision of services to students with disabilities, submit evidence demonstrating that your organization complies IDEA and ADA requirements.</li> </ul> | <ul style="list-style-type: none"> <li>Vaguely described how organization complies with federal, state and local civil rights protections for <u>employees</u>.</li> <li>Vaguely described how organization complies with federal, state and local civil rights protections for <u>students</u>.</li> <li>(If appropriate) Provided limited information regarding provision of services to students with disabilities, submit evidence demonstrating that your organization complies IDEA and ADA requirements.</li> </ul> | <ul style="list-style-type: none"> <li>Clearly described how organization complies with federal, state and local civil rights protections for <u>employees</u>.</li> <li>Clearly described how organization complies with federal, state and local civil rights protections for <u>students</u>.</li> <li>(If appropriate) Provided clear information regarding provision of services to students with disabilities, submit evidence demonstrating that your organization complies IDEA and ADA requirements.</li> </ul> |

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/10

**Comments:** \_\_\_\_\_

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